

<b>SLEEP, SLEEP DISORDERS, AND BIOLOGICAL RHYTHMS</b>		
<b>Tennessee Science Curriculum Standards– Biology</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Learning Expectation</b>
<b>2, 3, 4, 5</b>	<b>2.4</b>	Analyze innate and learned behaviors and relate these to the survival of organisms.
<b>4</b>	<b>4.7</b>	Identify the causes and effects of genetic disorders in plants and animals.
<b>3, 4</b>	<b>6.2</b>	Investigate how mutation, natural selection, and adaptation impact the emergence of new species.
<b>Tennessee Science Curriculum Standards– Anatomy and Physiology</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Learning Expectation</b>
<b>2</b>	<b>1.2</b>	Investigate the structure of the major body systems and relate the functions.
<b>2</b>	<b>1.4</b>	Apply correct anatomical terminology of body parts and regions.
<b>2</b>	<b>3.1</b>	Compare and contrast the anatomy and physiology of the central and peripheral nervous systems.
<b>1, 2, 3, 4</b>	<b>3.4</b>	Investigate organs utilized by the body for perception of external stimuli and to the maintenance of homeostasis.
<b>Pre-lesson, 1, 2, 3, 4</b>	<b>3.7</b>	Analyze sensory perceptions.
<b>4</b>	<b>3.8</b>	Analyze diseases as related to each system.
<b>Tennessee Mathematics Curriculum Standards – Algebra I</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Learning Expectation</b>
<b>Pre-lesson, 1, 3</b>	<b>1.2</b>	Demonstrate an understanding of the relative size of rational and irrational numbers.
<b>Pre-lesson, 1, 3</b>	<b>1.7</b>	Use real numbers to represent real-world applications (e.g., slope, rate of change, probability, and proportionality).
<b>Pre-lesson, 1, 3</b>	<b>1.9</b>	Select and apply an appropriate method (i.e., mental mathematics, paper and pencil, or technology) for computing with real numbers, and evaluate the reasonableness of results.
<b>1, 3</b>	<b>2.6</b>	Apply and interpret rates of change from graphical and numerical data.
<b>1</b>	<b>2.7</b>	Analyze graphs to describe the behavior of functions.

TENNESSEE ALIGNMENT FOR NIH SUPPLEMENT SLEEP, SLEEP DISORDERS, AND BIOLOGICAL RHYTHMS

1, 2, 3	2.10	Interpret graphs that depict real-world phenomena.
Pre-lesson, 1, 2, 3	2.11	Model real-world phenomena using functions and graphs.
Pre-lesson	4.4	Make decisions about units, scales, and measurement tools that are appropriate for problem situations involving measurement.
Pre-lesson	4.5	Analyze precision, accuracy, tolerance, and approximate error in measurement situations.
Pre-lesson, 1, 3, 5	5.4	Choose, construct, and analyze appropriate graphical representations for a data set.
1, 3	5.5	Demonstrate an understanding of the concept of random sampling.
<b>Tennessee English/Language Arts Curriculum Standards – English I</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Learning Expectation</b>
2, 3, 4, 5	2.1.B	Distinguish fact from opinion in a passage or writing sample.
All lessons	2.2.A	Draw inferences from selected passages.
1, 2, 3, 4	2.2.B	Determine the meaning of a word in context.
2, 3, 4, 5	2.2.F	Discern an implied main idea from a passage.
1, 2, 3	3.1.A	Draw an inference from a non-print medium.
4, 5	4.2.A	Determine the appropriate preparation (e.g., length and timing, rate of speech, visual aids, diction) for an oral presentation to a specified audience or a special interest group.
<b>Tennessee Health Lifetime Wellness Standards – Grades 9 - 12</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Learning Expectation</b>
4	1.1	Differentiate between communicable and non-communicable diseases.
4, 5	1.2	Determine heredity, environmental, and lifestyle factors that place the student at risk for disease.
4	1.5	Identify prevention, causes, warning signs, and treatment for non-communicable diseases.
4, 5	1.6	Identify appropriate community agencies providing resources for disease information and support.
4, 5	4.11	Identify resources and facilities in the community that relate to physical fitness and wellness.